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ABSTRACT

Bibliographical information is provided for 50 studies of the teaching of vocabulary. The students involved, length of instruction, methods of instruction, evaluation instruments, and findings are briefly listed. (AA)

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ANNOTATED BIBLIOGRAPHY OF EXPERIMENTAL STUDIES RELATED TO THE TEACHING OF VOCABULARY: INTERMEDIATE TO ADULT LEVELS (1950-1977)

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April, 1977

CS 003 264

ANNOTATED BIBLIOGRAPHY OF EXPERIMENTAL STUDIES
RELATED TO
THE TEACHING OF VOCABULARY:
INTERMEDIATE TO ADULT LEVEL (1950-1977)

Albinski, E. E. Part, whole and added parts learning of same-stem words and the effect of stem learning on acquisition and retention of vocabulary. (Doctoral dissertation, The Pennsylvania State University, 1969). Dissertation Abstracts International, 31 (4A), p. 1609, Order No. 70-19, 384.

Students: Thirty-seven college students in an Educational Psychology course
Length: 5 experiments, 1 session per experiment inferred
Methods compared: Various combinations of "part" and "whole word" learning of unknown words used and compared
Evaluation: Student was supplied with stem or word, and was required to write definition; number of trials needed to reach criterion was considered in evaluating effectiveness of the various approaches
Findings: Some statistically significant superiority indicated for the pre-teaching of stems, but investigator did not consider results "strong enough" to advocate stem teaching

Alexander, J. E. A programmed versus a conventional approach to vocabulary development in college remedial reading classes. (Doctoral dissertation, University of Kentucky, 1968). Dissertation Abstracts International, 30 (4A), p. 1425, Order No. 69-15, 452.

Students: Ninety college freshmen in compulsory remedial reading classes
Length: 14 hours of instruction over an 8-week period
Methods compared: Programmed approach in which exercises involved use of synonyms, context clues and examination of dictionary entry vs directions to write definitions, do completion exercises, and make use of words (Same set of words used in both treatments)
Evaluation: General vocabulary improvement was measured by pre and post vocabulary scores on the California Reading Test
Findings: Both methods considered equally effective in vocabulary improvement

Anderson, R.C. and Kulhavy, R.W. Learning concepts from definitions. American Educational Research Journal, 1972., 9, 385-390.

Students: Forty-eight undergraduate college students in an Educational Psychology class
Length: Not given--1 or 2 sessions inferred
Methods compared: Reading definitions orally vs composing sentences as aids to selecting appropriate concept from 4 possibilities
Evaluation: Concept recognition was evaluated by experimenter-made test
Findings: Groups which composed sentences were significantly more accurate in selecting appropriate concept than students who read sentences orally

Baer, F. Biedermann. A comparison of the effects of two methods on the reading vocabulary, comprehension, accuracy and rate of selected students at the George Washington University. (Doctoral dissertation, George Washington University, 1974). Order No. 75-12, 606.

Students: Seventy volunteers from college undergraduate psychology classes
Length: 8 sessions over 4-week period--6 instructional sessions
Methods compared: Vocabulary expansion activities vs paperback scanning approach in which new words were identified and discussed vs incidental learning (control)
Evaluation: Reading accuracy measured by Carver-Darby Test; and reading vocabulary, comprehension, and rate measured by pre-post forms of the Nelson-Denny Reading Test

Findings: Students using paperback scanning indicated as significantly superior in reading accuracy; no significant differences were found between groups on other variables

Barron, R.F. The use of an iterative research process to improve a method of vocabulary instruction in tenth grade biology. (Doctoral dissertation, Syracuse University, 1971). Dissertation Abstracts International, 32, (10A), p. 5664, Order No. 72-11, 823.

Students: Three progressive studies involving 93, 63, and 63 tenth grade biology students

Length: Substudy 1, 7 weeks; Substudies 2 and 3, 5½ weeks each

Methods compared: SS 1: Variables tested in a program emphasizing vocabulary pre-teaching and extension activities were (1) expanded vs regular directions and (2) rewards based on individual (independent) or group (interdependent) achievement

SS 2: Pre-teaching of vocabulary, extension activities, and expanded directions were utilized. Experimental variable involved class discussion of terms, small group discussion of terms, or no discussion

SS 3: Plan in SS 2 repeated and compared with modified plan which (1) included structured overview of words to be used and (2) added extension activities that stressed contextual and structural analysis

Evaluation: Understanding of biological word relationships and knowledge of biological word meanings tested by use of an experimenter-made test using the words which had been introduced

Findings: SS 1: Achievement in both word relationships and word knowledge were significantly greater for group with expanded directions

SS 2: Group discussion (both class and small group) marginally benefitted word relationships and significantly assisted acquisition of word meanings

SS 3: Modified method marginally significant over method of SS 2 with reference to word relationships and significant with reference to word meanings

Battle, E.L. A comparison of two vocabulary development approaches on intermediate grade Menominee Indian children. (Doctoral dissertation, The University of Wisconsin, Madison, 1975). Order No. 75-28, 783.

Students: Two hundred fifteen intermediate grade Menominee Indian children

Length: 7 months--1 hour per school day inferred

Methods compared: Native-American Culturally-Oriented Vocabulary Approach (NA/COVA) featuring stories fitting selected words into stories slanted toward Menominee culture written by Menominee adults vs Contentional Vocabulary Approach (COVA) in which the same words were included in conventional basal readers

Evaluation: (1) Reading vocabulary (sight, concept, graded); (2) reading comprehension; (3) vocabulary used in writing; and (4) attitude toward reading (All four criteria were measured by established standardized tests)

Findings: The NA/COVA approach proved significantly more effective with reference to concept vocabulary, attitude toward reading, and vocabulary used in writing

Blevins, M.L. A comparative study of three methods of instruction in vocabulary achievement of students in the Adult Institute. (Doctoral dissertation, Oklahoma State University, 1970). Dissertation Abstracts International, 31 (10A), p. 5108, Order No. 71-11, 105.

Students: Sixty adults in an Adult Institute

Length: 3 hours per week for 13 weeks

Methods compared: "Natural" contextual method featuring wide reading vs "contrived" contextual method using commercial materials vs a language-experience type program referred to as Practical High School English

Evaluation and Findings: Assessment of vocabulary, comprehension, and total reading gains in a pre-post plan using the Nelson-Denny Test indicated no significant differences between groups; significant within-group vocabulary gains were cited for "natural" contextual and Practical High School English approaches

Bohoc, J.J. and Frank, P.R. The effectiveness of the teaching machine as a method of teaching vocabulary and the relationships of personality types to the teaching machine as a method of instruction. (Doctoral dissertation, United States International University, 1969), Dissertation Abstracts International, 31 (12A), p. 6394, Order No. 70-20, 721.

Students: One hundred forty-nine high school students involved in an English Learning Center Program

Length: Minimum of 12 hours per student over semester--students worked at own rate

Methods compared: Students introduced to pre-selected list of words through use of an electronic audiovisual device which provided immediate feedback for correct answers on multiple-choice items vs use of exact material reproduced in booklet form

Evaluation: General vocabulary improvement measured by Ginn Diagnostic Vocabulary Test (Student anxiety levels and introversion-extroversion factors also considered)

Findings: Teaching machine group showed significantly higher gain in vocabulary acquisition but showed slight loss on follow-up retention test; anxiety level and introversion-extroversion factors did not affect results

Braddock, R. and Kraus, S. An experiment in accelerating the vocabulary growth of remedial students. Composition and Communication, Dec., 1958, 59, 216-219.

Students: Entering university freshmen who ranked in lowest decile on placement test

Length: Semester program with some time devoted each period (inferred)

Methods compared: Teaching of teacher-made lists from students' texts vs encouraging students to make own lists vs "no treatment" control

Evaluation and Findings: Assessment of general vocabulary improvement by a University-developed general vocabulary test indicated no significant difference between groups

Brown, J.I. Reading improvement through vocabulary development: the CPD formula. In Schick and May, New Frontiers in College Adult Reading, Fifteenth Yearbook of the National Reading Conference, 1966.

Students: (Three programs) Exploration 1: Adults in a vocabulary class (11 weeks; one 1½ hour session per week); Exploration 2: Fifty-three university students in 2 summer sessions; Exploration 3: Seventy-five gifted high school sophomores (one year; ½ hour per week)

Methods compared: E-1: Use of color films introducing CPD formula for using context, word parts, and dictionary in word learning (no-comparison group); E-2: Text alone vs text plus Pyramid cards to aid visualizing; E-3: Use of Programmed Vocabulary as a supplement vs no-treatment control

Evaluation and Findings: E-1: Pre-post use of specially designed tests showed improvement in all three aspects of CPD formula: context, parts, and dictionary use; E-2: Specially constructed test to measure memorization, identification, application and generalization with reference to vocabulary acquisition indicated Pyramid system most effective for first three criteria and Programmed Vocabulary best for generalization; E-3: Gains on four-part test significantly superior for experimental group

Brown, K.O. A comparative study of the effects of teaching vocabulary through a gaming technique and through the discussion method in enrichment classes at a suburban intermediate school. (Doctoral dissertation, The American University, 1970). Dissertation Abstracts International, 31(10A), p. 5264, Order No. 71-9611.

Students: Seventy-seven students in seventh grade enrichment classes in a suburban intermediate school

Length: 5 days a week, 35 minutes per day, total of 13 sessions

Methods compared: Word game method vs discussion method in which students also did creative writing

Evaluation: Improvement in recognizing meanings of fifty complex words taught was measured by researcher-developed Enrichment Vocabulary Test supplying multiple-choice items for the 50 words

Findings: No significant difference between groups; both methods considered equally effective for learning complex vocabulary

Brumbach, V.W. The effects of three experimental presentations on the acquisition of vocabulary by graduate students. (Doctoral dissertation, North Texas State University, 1970). Dissertation Abstracts International, 31(07A), p. 3287, Order No. 71-546.

Students: Eighty-eight graduate students enrolled in an M.A. admissions seminar

Length: 5 sessions, 20 minutes each

Methods compared: Presentation of 15 most often used words from Nelson-Denny Test in context using: (1) audiovisual approach (video tape) vs (2) audiovisual approach (tape recording) vs (3) visual (printed materials)

Evaluation: Vocabulary and reading comprehension, as measured by Nelson-Denny Test Form A (both pre and post-test)

Findings: No significant differences between experimental groups with reference to sex, age, or major, but highest GRE group gained significantly over lowest group; all three methods indicated equally effective in learning pre-identified words

Burnett, M.J. Effectiveness of programmed vocabulary instruction in an undergraduate business communications course. (Doctoral dissertation, North Texas State University, 1972). Dissertation Abstracts International, February, 1973. 33, (4236A), Order No. 73-2892.

Students: Students enrolled in an undergraduate collegiate business communications course

Length: 10-week period, 3 periods per week inferred

Methods compared: Use of commercial programmed vocabulary books vs incidental learning (control)

Evaluation: Pre-post writing samples and performance on Diagnostic Reading Test (Forms A and B) used to measure improvement

Findings: No significant differences between groups in vocabulary or comprehension growth, or in written communication ability

Crump, B.M. Relative merits of teaching vocabulary by a direct and an incidental method. (Doctoral dissertation, University of Arkansas, 1965). Dissertation Abstracts International, 26(02), p. 901, Order No. 65-8447.

Students: Seventy-four college freshmen enrolled in a speech class
Length: 3 hours per week for 1 semester
Methods compared: Direct teaching of student-selected words vs incidental learning (control)
Evaluation: General vocabulary improvement evaluated by Diagnostic Reading Test, Forms A and B
Findings: No significant differences in vocabulary growth between experimental and control groups

Currie, W. An evaluation of two methods of teaching vocabulary through the use of word parts in grades seven, eight, and nine. (Doctoral dissertation, Boston University, 1963). Dissertation Abstracts International, 24(10), p. 4094, Order No. 64-3581.

Students: Eight hundred twenty-three students in grades seven, eight, and nine from two suburban public schools
Length: Thirty 15 minute exercises teaching word meaning over 10 week period
Methods: Discovery method involving classifying of words with related word parts vs direct teaching of word parts
Evaluation: Variables tested included application of word parts, general reading, vocabulary, comprehension, spelling and visual memory--established standardized tests were used
Findings: Discovery method indicated as significantly superior to direct teaching group in general vocabulary, word parts, and five other tested variables

Danner, H.G. An evaluation of two disparate methods of teaching vocabulary to a high school remedial reading class of special-category students. (Doctoral dissertation, The American University, 1973). Dissertation Abstracts International, 34(06), p. 3186-A, Order No. 73-28, 809.

Students: One hundred five ninth and tenth grade students in a remedial reading class
Length: 30 instructional periods, 55 minutes each
Methods: Teacher-directed program involving word parts, words of foreign origin and unusual extraction vs use of programmed vocabulary book
Evaluation: Vocabulary section of the California Test of Mental Maturity was used to measure gains in general vocabulary
Findings: Teacher-directed group made significant gains in vocabulary; group using programmed materials did not

Einbecker, P.C. Development of an audiovisual program based upon the acquisition of perceptual knowledge to increase college students' vocabulary, 1973. (ERIC Document Reproduction Service No. ED 101 303).

Students: Eighty-six junior college business education freshmen (three groups)
Length: Pre-post testing for all three groups; exact time given for word learning not mentioned
Methods: 3 methods of learning forty words which comprised a pre-test were compared: Group A was directed to study the words; no mention of root words involved was made; Group B was given the same test and directed to note and learn meanings of root words; Group C was exposed to instructor-prepared audiovisual materials designed to stimulate learning of root words
Findings: No significant difference between groups was indicated when pre-test on 40 learned words was repeated as a post-test; group using audiovisual materials performed significantly better on a 100 item application test

Fews, R.C. An experimental study analyzing intentional and incidental learning of technical business vocabulary in second-year typewriting classes. (Doctoral dissertation, Michigan State University, 1969). Dissertation Abstracts International, 30 (05A), p. 1911, Order No. 69-16,135.

Students: Eleven classes of second-year high school typing students
Length: Five minute sessions for typing paragraphs--number of sessions not indicated
Methods compared: Typing of paragraphs with technical terms included and explained vs typing of paragraphs with technical terms included but not explained vs typing of irrelevant material (control)
Evaluation: Business vocabulary and typing proficiency evaluated by use of Hicks Business Vocabulary Test and Typewriting Achievement Test
Findings: Both experimental methods proved significantly superior with reference to business vocabulary as compared to control group; all three groups made significant gains in typing achievement

Foth, D.L. Mnemonic technique effectiveness as a function of word abstractness and mediation instructions. Journal of Verbal Learning and Verbal Behavior, 1973, 12, 239-245.

Students: Two hundred students in introductory psychology courses
Length: One training session in use of mnemonic devices plus one learning-testing session
Methods compared: Learning of lists of ten concrete or ten abstract nouns involving (a) use of imagery mediators vs (b) use of verbal type mediators vs (c) learning of words without mnemonic or mediation instruction
Evaluation: Correct responses to instructor-presented cards
Findings: Mnemonic techniques were indicated as helpful in learning concrete nouns, but not in the learning of abstract nouns

Furness, P.R. Rhythm chanting as an aid to vocabulary learning. (Doctoral dissertation, United States International University, 1975). Order No. 73-19,129.

Students: One hundred ten third, fourth, fifth, and seventh grade students in four schools drawing from populations with varying ethnic and socio-economic groups
Program length: Eight to ten minute periods for chanting over a two to three week period
Methods compared: Rhythm chanting vs "traditional" methods selected by four teachers in charge of control groups
Evaluation: Multiple-choice investigator-designed test on thirty pre-chosen words from materials used by students as pre-post test; sentence completion also used as a post-test measure
Findings: In all four schools involved, rhythm chanting was indicated as superior to other methods used

Georgiandy, N.P. Vocabulary growth in the elementary social studies as influenced by the use of selected audiovisual materials. (Doctoral dissertation, University of Wisconsin, 1959). Dissertation Abstracts International, 20(03), p. 922. Order No. 59-03188.

Students: Sixth, seventh, and eighth graders in public school social science classes, 12 different classes involved
Length: Five week program
Methods compared: Presentation of pre-selected vocabulary from unit (about 200 words) using visual aids including films, filmstrips, and opaque projector vs presentation of same vocabulary with more usual visual aids such as charts, graphs, bulletin boards, etc.
Evaluation: Teacher constructed multiple-choice test involving key word and four choices

Findings: Students in experimental group made significantly greater gains in vocabulary growth

Gnewuch, M.M. The effect of vocabulary training upon the development of vocabulary comprehension, total reading, and rate of reading of college students. (Doctoral dissertation, Oklahoma State University, 1973). Dissertation Abstracts International, 34(10), p. 6254-A. Order No. 74-08,019.

Students: College students enrolled in reading improvement classes and in study skills classes, total of 407 (four experimental and two control classes)

Length: Program ran for 12 weeks; students worked twenty minutes on vocabulary twice a week

Methods compared: Experimental study skills and reading class students skimmed materials for words they vaguely knew but felt they could not adequately define and, after location, guessed at meanings, then used dictionary to check; control groups had no specific vocabulary work vs control groups

Evaluation: Before-and-after achievement in reading vocabulary, comprehension, total reading, and rate were assessed by use of the Nelson-Denny Reading Test

Findings: Experimental group of "reading class" students made significantly greater gains in vocabulary growth than control groups but "study skills class" students did not; differences in student goals and credit (study skills) vs non-credit basis (reading) were cited as influencing factors. Experimental evidence supported hypothesis that both amount of training and experience of teachers would have a significant effect

Gutkoska, J.P. The influence of the supplementary vocabulary program on the improvement of reading vocabulary. (Doctoral dissertation, University of Maryland, 1967). Dissertation Abstracts International, 28(07A), p. 2441. Order No. 68-507.

Students: Six hundred ninety-one 8th grade students from 42 schools

Length: Thirty week program, two periods per week

Methods compared: An author designed multi-level vocabulary program involving discussion, dictionary, and sentence use vs a commercial programmed book encouraging dictionary and sentence use vs no-treatment control group

Evaluation: General vocabulary improvement was evaluated through pre-test testing on Metropolitan Achievement Test, Forms A and B

Findings: No significant differences between the three groups on word knowledge or reading comprehension gains

Hammack, M.L. A comparison of three approaches to vocabulary improvement in ninth grade language arts: an experimental study. (Doctoral dissertation, Oregon State University, 1970). Dissertation Abstracts International, 31 (07A), p. 3165, Order No. 70-27,029.

Students: One hundred sixty-four ninth graders--two ninth grade language arts classes in each of four junior highs

Length: Fourteen week program--time involved per session not directly indicated

Methods compared: A direct teaching approach in which definitions, context clues, synonyms, and antonyms, and word parts were used to reinforce vocabulary learning vs an interest-in-words approach in which word origins and derivations were discussed and in which students were encouraged to be alert to new and unusual words and keep notebooks vs a wide-reading approach in which students were encouraged to read at least four books in a six week period vs a creative writing group in which attention to vocabulary was only incidental

Evaluation: General vocabulary change was assessed by pre-post tests using vocabulary sections of Nelson-Denny and Diagnostic Reading Tests

Findings: Interest-in-words group was only group in which significant gains in vocabulary were made, as measured by the Diagnostic Reading Test; all three groups made significant gains as measured by Nelson-Denny Test, but results favored experimental over control groups

Hogan, F. Comparison of two methods of teaching word meaning through the use of word parts in grades ten, eleven, and twelve. (Doctoral dissertation, Boston University, 1961). Dissertation Abstracts International, 22(12) 4218. Order No. 61-3358.

Students: Five hundred eleven students in tenth, eleventh, and twelfth grade English classes

Length: Ninety lessons over a ten week period, 10 minutes each day, over two thousand words presented

Methods compared: Two methods for teaching word parts: a "discovery" method involving analysis and classification vs direct teaching of word parts in which meanings were given to students vs indirect learning (control)

Evaluation: Criteria evaluated included reading comprehension, spelling, knowledge of word parts, general vocabulary, and visual memory; various standardized tests were used

Findings: Group using discovery method surpassed other groups (significant at .05 or beyond) in knowledge of word parts, vocabulary, spelling, and visual memory. The "discovery" method proved best for boys on all of the subtests and, for girls, on two of the subtests. Some ability level differences were also noted.

Hoisington, A.I. An experimental investigation of a linguistic approach to prefixes, suffixes, and root words. (Doctoral dissertation, Washington State University, 1968). Dissertation Abstracts International, 29(09A), p. 3041, Order No. 69-03,747.

Students: One hundred students from four 6th grade clssses

Length: Forty lessons, 15 minutes a day, over an eight week period

Methods compared: Experimental group students completed a series of forty author-designed lessons emphasizing structural elements, etymology, mnemonic devices, context and sentence structure as aids to word meanings; incidental learning (control) groups had "regular" vocabulary approach, unspecified

Evaluation: Gains in general vocabulary, comprehension, and spelling were assessed; Metropolitan Achievement Test: Advanced Battery and California Test of Mental Maturity were used

Findings: Experimental groups made significantly greater gains in comprehension; differences between experimental and control groups on vocabulary and spelling "approached significance"

Ironside, R.A. A study of directed concept formation: the teaching of context clues for vocabulary development. (Doctoral dissertation, University of Michigan, 1959). Dissertation Abstracts International, 20(05), p. 1691, L.C. Card No. Mic 59-4930.

Students: Two hundred eleven college students in reading improvement program

Length: Pre and post tests plus "approximately one hour spent in instruction in use of the context over a period of seven weeks"

Methods compared: Three methods for learning and applying five types of context clues were compared: (1) deductive method in which classes were lectured on the names and uses of the five clues involved; inductive method in which students worked 100 exercises "without hint of clues or clue-names"; and (3) combination "deductive-inductive method in which classes were given explanations and clue-names, and worked the exercises. A no-treatment control group was also used.

Evaluation: Experimenter-designed test to measure ability to give correct meanings for stimulus words in context

Findings: All groups made gains in text scores; no significant differences were found (The 5 types of clues involved were: definition, experience, comparison and contrast, synonym, and summary.)

Johnson, D.M. and Stratton, R.P. Evaluation of five methods of teaching concepts. Journal of Educational Psychology, 1966, 57, 48-53.

Students: Total of 138 college students in psychology classes
Length: One session
Methods compared: Five methods for teaching concepts involved with four "easy" words and four "difficult" words were compared: (1) definition, (2) sentence writing, (3) classification, (4) synonyms, and (5) a combination of the first four; A no-treatment control group was also included
Evaluation: Experimenter-made test included writing of definitions, sentence completion, and ten-alternative multiple-choice items involving classification was used to determine the relative effectiveness of the various methods
Findings: Group having mixed treatment performed better than any single treatment group; no significant differences found between the four single treatment groups; all experimental groups surpassed control in concept identification

Johnston, K.A. Programmed instruction versus conventional teaching: a study of learning and retention in language arts. (Doctoral dissertation, Washington State University, 1964). Dissertation Abstracts International, 25(06), p. 3434, Order No. 64-11,748.

Students: Eighth graders, total of 268, in 12 language arts classes
Length: Eighteen lessons over a 5 week period; 25 minutes per day
Methods compared: Programmed method (commercially prepared) for teaching pre-identified vocabulary words was compared with conventional (teacher-directed) method for teaching same words; a morphological approach was emphasized in both treatments
Evaluation: Pre, post, and post-post tests were programmer-prepared, and directly related to words taught
Findings: No significant differences between groups using same materials but different presentation methods; students in "highest" and "lowest" groups on intelligence scores achieved significantly better with teacher-directed method

Komisar, D.D. The effects of the teaching of social science vocabulary to college freshmen on some aspects of their academic performance. (Doctoral dissertation, Boston University, 1961). Dissertation Abstracts International, 14(01), p. 66. Order No. 00-06,648.

Students: Fifty-two college freshmen in a first semester social science course
Length: Forty-one class sessions (approximately 160 words taught)
Methods compared: Words pertinent to material being studied were presented and explained to experimental group and outside dictionary study was encouraged; no special attention was given to vocabulary in control groups
Evaluation: Pre-post test, teacher-prepared, included American history background and specific knowledge of words from text; a measure of general vocabulary and reading comprehension was also used
Findings: Results favoring experimental over control group were not significant; however, the experimental group made consistently greater gains in specific vocabulary (significant at .01) and in general vocabulary (significant at .05).

Langer, J.H. A comparison of the effects of three types of vocabulary development on the reading comprehension and thinking ability of sixth grade children. (Doctoral dissertation, Wayne State University, 1965). Dissertation Abstracts International, 26 (09), p. 5296, Order No. 66-01,241.

Students: One hundred sixty-three sixth graders
Length: Three periods per week for seventeen weeks

Methods compared: Group studying multiple-meaning abstract words vs group studying words chosen from study skills texts vs group studying key words in World Book Encyclopedia reprints.
Evaluation: "Three types of pre and post-measurement were made using the Durrell-Sullivan Tests of Vocabulary and Reading Comprehension, Intermediate" and "the Lorge-Thorndyke Intelligence Test"
Findings: All three groups improved significantly in comprehension and vocabulary scores; between group differences were not significant. No significant differences were found in total group gains in thinking ability, as measured by intelligence test, but the lower third of group using multiple-meaning abstract words showed significantly more improvement than lower thirds of other two groups

Lieberman, J.E. The effect of direct instruction in vocabulary concepts on reading achievement. (Doctoral dissertation, New York University, 1965), Dissertation Abstracts International, 27(04A), p. 960, Order No. 66-09,507.
Students: Forty-two fifth grade students in private school setting; IQ scores ranged from 100-150; IQ was used as basis for matched pairs
Length: Forty lessons, twice a week for twenty weeks;approximately five words presented per session relevant to an ongoing unit on mythology
Methods compared: Direct experiences such as field trips, projects, and audio-visual presentations as well as exercises involving classification and comparisons were emphasized with experimental group; Conventional vocabulary group (control) studied same words using word lists, dictionary definitions, derivations, etc.
Evaluation: Gains in reading achievement were assessed by pre-post test use of a combined score involving word meaning, sentence meaning, and comprehension scores on Iowa Reading subtests; gains in concept achievement were measured by evaluation of student's verbatum responses to twenty selected words (Definitions were judged as "concrete," "functional" or "involving abstraction" and were rated accordingly; pre and post ratings were compared)
Findings: Both groups made significant gains in both reading and concept achievement; experimental group emphasizing experimental approach achieved significantly higher gains in concept achievement; reading gains favoring experimental group were not significant

McMullen, D.W. Computer-assisted vocabulary acquisition: a terminological approach. Stony Brook, New York: State University of New York, 1973. (ERIC Document Reproduction Service), No. ED 082 135.
Students: College students assisting in project designed to expedite vocabulary acquisition through computer use
Methods compared: Conceptually important terms were selected from text chosen for purpose: blocked-presentation and spaced-presentation methods were compared
Evaluation: Performance on experimenter-prepared tests
Findings: Spaced-presentation was indicated as more effective (Author considered implications for computer-assisted instruction (CAT) as most important contribution of study)

McNeal, L.D. Recall and recognition of vocabulary learning in college students using mnemonic and repetitive methods. (Doctoral dissertation, University of Virginia, 1972). Dissertation Abstracts International, 33(3394A), Order No. 72-33,376.

Students: One hundred fourteen college students in five introductory psychology classes

Length: One class period for study and initial test; part of class period two weeks later

Methods compared: Three methodology groups (repetitive, mnemonic, and unspecified) as well as two study times (five minutes vs unlimited time) compared with reference to effectiveness of learning 35 "difficult vocabulary words"

Evaluation: Experimenter-designed recall and recognition tests on words studied immediately following acquisition and two weeks later (retention)

Findings: No significant differences between three methodology group; group given "unlimited time" proved superior to five minute learning time on both recall and recognition immediately after acquisition, and on recognition two weeks later

Marks, J.I. The use of task analytic procedures to develop individualized self-instructional vocabulary learning materials. (Doctoral dissertation, Stanford University, 1973). Dissertation Abstracts International, 34(03), p. 1135-A, Order No. 73-20,557.

Students: Eighty-eight 6th grade middle-class students

Length: Six children who had difficulty with root word identification were tutored one hour per day for one week to analyze problems and subskills involved; materials were then prepared to teach the necessary subskills. After materials were developed, instructional time per student was approximately 30 minutes.

Methods compared: A diagnostic procedure for learning root words which involved analysis of and instruction relative to the subskills that seemed to be deterring the student from effective work with roots was compared to: (1) a standard method in which diagnosis was ignored and students were given no subskill training; (2) an "improved" method in which treatment was still standard for all, but in which "how to do" exercises were included; and (3) dictionary, in which all students were given same directions for dictionary use

Evaluation: Investigator-designed tests to measure gains in root identification and recall and ability to apply knowledge in the definition of derivatives

Findings: Mixed, all experimental groups indicated as superior to controls on criteria measures; diagnostic treatment significantly more effective with reference to time required to complete instruction; investigator concluded diagnostic process and materials proved helpful as an "enabler" for poorer students who ordinarily had difficulty in using root analysis in vocabulary development

Meagher, J.A. The effectiveness of three different methods of teaching multiple meaning vocabulary for sixth grade pupils. (Doctoral dissertation, Boston University School of Education, 1968). Dissertation Abstracts International, 29(12A), p. 4383, Order No. 69-07,860.

Students: Four hundred twenty-nine sixth grade children representing 16 classes from two communities which differed considerably in socio-economic factors

Length: Twenty days, 30 minutes per day

Methods compared: Presentation of pre-selected multiple meaning vocabulary by: (a) large-group instruction using transparencies; (b) large-group instruction using every student response sheets as well as transparencies and (c) small-group method in which worksheets were substituted for transparencies to convey same information

Evaluation: Berwick Test of Multi-Meaning Vocabulary was used as pre-test, post-test, and retention test five weeks after instruction (Forms A,B,C)
Findings: No significant differences between groups on acquisition, but B was found most successful with reference to retention; community and intelligence levels seemed to be influencing factors with reference to which treatment worked best, but differences were not significant

Myer, R. and Cohen, A. A study of general reading compared to direct instruction to increase vocabulary achievement. Reading World, December, 1975, pp. 109-113.
Students: One hundred fifty 4th graders from four schools in which individualized instruction was characteristic in centers designated as High Intensity Learning Centers
Length: Average of 60 clock hours over a five-month period
Methods compared: Students in Group A were given intensive vocabulary instruction including compound words, contractions, prefixes, suffixes, roots and affixes, inflected endings, homonyms, synonyms, antonyms, conceptual vocabulary, context clues to word analysis, use of words in basic comprehension, and use of words in recall of details. Students involved in Group B were encouraged to read trade books extensively; comprehension skills were stressed; conferences were used to evaluate progress
Evaluation: "Two subtests in vocabulary achievement, one from the SRA Achievement battery and oen from the Stanford Achievement battery," were used as the dependent variables
Findings: Post-test scores favored Group B, wide-reading, but differences were not significant

Nelson, M.N. An experimental study of three methods of vocabulary instruction. Master of Science Thesis, Brigham Young University, 1961.
Students: Seventy-two fifth grade children
Methods compared: Three methods for learning pre-identified word lists: (1) exercises worked individually, (2) exercises worked in pairs, (3) writing of sentences using identified words
Findings: Two groups working with exercises had significantly superior performances to group writing sentences

Olson, J. A study of the effects of an intensive multi-media program of vocabulary development on the reading achievement of adults. (Doctoral dissertation, University of North Dakota, 1972). Dissertation Abstracts International, Order No. 83-15, 306.
Students: Sixty-eight Air Force personnel enrolled in remedial reading program
Length: Vocabulary instruction, one hour each day for four weeks; remedial reading program was also conducted one hour per day
Methods compared: Program featuring multi-media approach which included filmstrips vs identical material presented without audiovisual aids
Evaluation: Woodcraft Vocabulary and Follow-up Tests were used to evaluate word recognition and reading comprehension
Findings: Multi-media approach was indicated as having significant effects on word recognition achievement; no significant differences were found on reading tests

Otterman, L.M. The value of teaching prefixes and root words. Journal of Educational Research. April, 1955, 48, 611-616.
Students: Five hundred eighty-five seventh graders in English classes
Length: Thirty lessons, approximately ten minutes a day (each lesson stressed one prefix or root word)

Methods compared: Direct teaching of prefixes, roots, and related words vs incidental learning (control)
Evaluation: Reading gains were measured by the Gates Reading Survey; vocabulary, spelling, and gains on specific prefixes and words taught were measured by unpublished tests
Findings: Experimental group was superior in post-test covering specific prefixes and words learned; no significant differences between groups were found on a general vocabulary test

Pless, E. The use of structural analysis by high school biology students as a method for learning and retaining the definitions of technical vocabulary terms. (Doctoral dissertation, Temple University, 1966). Dissertation Abstracts International, 27 (11A), p. 3634. Order No. 67-06,256.
Students: Two hundred 10th grade biology students (matched pairs)
Length: Three months instruction in connection with an ongoing biology program; testing for retention after six months
Methods compared: Use of vocabulary books especially prepared to stress structural elements in actual textbooks used in conjunction with an ongoing program vs classroom instruction without vocabulary element
Evaluation: Unpublished matching test on terms presented given after each unit; retention test included items from all units
Findings: Experimental group significantly superior in acquisition of vocabulary and in retention of terms; results indicated experimental groups became more proficient in dealing with vocabulary as units progressed

Romano, L. The role of sixteen millimeter motion pictures and projected still pictures in science unit vocabulary learning at grades five, six, and seven. Journal of Experimental Education, 1956, 25, pp. 49-58.
Students: Fifth, sixth, and sevent- grade public school children in two science classes
Length: Semester program inferred; several units of instruction involved
Methods compared: Vocabulary emphasis using audiovisual materials including movies and slides vs vocabulary emphasis including audiovisual materials but excluding movies or slides (Rotational system was used so that in one unit one class had the expanded audiovisual program and the other, the regular vocabulary program; this was reversed for the next unit, etc.)
Evaluation: Approximately 250 vocabulary words were stressed in each unit; tests to measure gains on each unit included 50 multiple-choice items (recognition level)
Findings: Students in experimental groups showed greatest vocabulary gains; intelligence test scores did not seem to be a significant factor relating to gains

Schoenholz, B.L. An analysis of effective teaching behavior as related to vocabulary instruction in grades seven, eight and nine. (Doctoral dissertation, Hofstra University, 1975). Order No. 75-20,016.
Students: Three hundred sixty students in seventh, eighth, and ninth grade social studies and science classes--fifteen different teacher student groups
Methods compared: Groups used essentially the same methods of vocabulary presentation; teaching sessions were filmed and verbal and non-verbal teacher behaviors were analyzed
Evaluation: Flander's Interaction Analysis Scales were used for analyzing verbal behaviors; Galloway's Nonverbal Scale was used to analyze nonverbal behavior; findings were compared to student vocabulary achievement as measured by unpublished test on the predetermined vocabularies taught
Findings: There were significant differences between achievement and percent of teacher talk; percent of implementary behavior; and percent of personal

behavior. An analysis of differences between the most and least effective teachers based on vocabulary achievement of students indicated that the more successful teachers spent more time praising and encouraging students, more time in questioning and encouraging student responses to teacher-initiated questions, more time to giving directions, and more attention to relating vocabulary introduced to the content area being studied.

Skinner, W.S. The effect of subliminal and supraliminal words presented via videotaped motion pictures on vocabulary development of ninth grade students. (Doctoral dissertation, Arizona State University, 1969). Dissertation Abstracts International, 36(06A), p. 2430. Order No. 69-20,802.

Students: Six hundred ninth grade students from two public schools
Length: Pre-test and post-test sessions plus possibly two instructional sessions
Methods: Presentation of the 10 and 20 most difficult words from a vocabulary pretest using 1 of 3 methods: (1) supraliminal projection using video tape; (2) subliminal projection using video tape; and (3) tape with visual presentation missing (control)
Evaluation: Cooperative English Test--Vocabulary section, was used as pre and post-test; words taught were directly from test; same form was used as post-test
Findings: Performance of both experimental groups superior to control group on post-test covering words learned; differences in gains between experimental groups was not significant

Thompson, J.E. Instructional intervention in the development of qualitative vocabulary: a further study. (Doctoral dissertation, State University of New York at Buffalo, 1973). Dissertation Abstracts International, 34104, p. 1504A. Order No. 73-23,857.

Students: Four hundred twenty-nine eighth and tenth grade students in urban inner-city school
Length: Twenty-five lessons--every day in 1 group; every other day in other
Methods: Vocabulary lessons designed to improve qualitative vocabulary through rewriting of paragraphs using synonyms vs placebo lessons; two different time schedules
Evaluation: Quantitative and qualitative vocabulary evaluated by pre-post tests on: Lorge Thorndyke, Stanford-Binet Vocabulary Test adapted; Metropolitan Reading Test and Kuglov Qualitative Vocabulary Test
Findings: Experimental groups attained significantly higher scores in qualitative vocabulary; timing of lessons was not a significant factor

Tuinman, J.J. How does vocabulary count for variation on reading comprehension tests? A preliminary instructional analysis. In: Nacke, Phil L., Ed., Interaction: Research and Practice in College-Adult Reading, 23rd Yearbook of the National Reading Conference. National Reading Conference, Clemson, South Carolina, 1974, pp. 176-184.

Students: Two hundred ten students in grades 4, 5, and 6 from nine classes in one elementary school
Length: Sixteen class periods, 45 minutes each over period of 5 weeks
Methods compared: Purpose of study was to see whether learning of difficult words from reading passages would result in significantly improved comprehension scores. Students randomly assigned to Groups A,B, and C were given materials featuring words from Reading passages in Forms A and B of the California Achievement Test, and from words in a word list not included in these tests.
Evaluation: Vocabulary and comprehension tests from California Achievement Tests, given initially, were repeated for all students. Tests were also given on words learned
Findings; Vocabulary improved significantly; comprehension did not improve

Van der Linde, L.F. An experimental study of the effect of the direct study of quantitative vocabulary on the arithmetic problem solving ability of fifth grade pupils. (Doctoral dissertation, Michigan State University, 1962). Dissertation Abstracts International, 23(10A), p. 3700 Order No. 63-01,763.

Students: Three hundred ninety-four 5th graders in 24 arithmetic classes
Length: Variation of twenty to twenty-four weeks, depending on class involved
Methods compared: Four techniques were used in experimental group: initial presentation, class discussion, explanation by the teacher, and use of the dictionary
Evaluation: Gains in reading comprehension, arithmetic concepts, arithmetic problem solving, and vocabulary were assessed through use of Iowa Tests of Basic Skills (Alternate forms were used for pre and post-test data)
Findings: Students trained in quantitative vocabulary scored significantly better on tests measuring arithmetic problem solving and arithmetic concepts but not on tests of general vocabulary or comprehension. Sex differences were not apparent, but ability differences were.

White, D.G. A comparison of three techniques involving the use of visual education procedures in the development of entomological vocabulary in secondary school science. (Doctoral dissertation, University of Wisconsin, 1965). Dissertation Abstracts International, 17(02), p. 318. Order No. 00-17,351.

Students: Six secondary school general science classes (147 students)
Length: Pre-tests and post-tests given Mondays and Fridays--instruction three days per week; number of weeks uncertain
Methods: Three different combinations of visual aids used in the presentation and review of vocabulary were compared
Evaluation: Performance on weekly pre-post tests and on retention tests one month later
Findings: All three groups made significant gains and proved equally effective in promoting vocabulary growth in science; all methods tested were also equally effective in teaching farm or non-farm children and with teaching boys and girls

Wilson, D.W. A study of the effectiveness of peer produced materials as a strategy for teaching reading vocabulary skills to fifth grade disadvantaged students. (Doctoral dissertation, Boston University School of Education, 1976), Order No. 76-13,557.

Students: One hundred fifty-three culturally different fifth grade students
Length: Fhirty-five days, one hour per day
Methods compared: Effectiveness of student developed materials and commercially-developed materials was compared
Evaluation: General vocabulary gains were assessed by use of California Test of Basic Skills (CTBS); attitude toward reading assessed with Estes Reading Attitude Scale (pre-test)
Findings: Group using commercial vocabulary scored significantly better at beginning of program; both groups performed equally on post-test; both groups made significant vocabulary gains--no change in attitude toward reading was indicated

Wolfe, R.F. An examination of the effects of teaching a reading vocabulary upon writing vocabulary in student compositions. (Doctoral dissertation, University of Maryland, 1975). Order No. 75-28946.

Students: Seventy-five community college freshmen required to enroll in a remedial reading course
Length: Six weeks of instruction, 3 times a week, 20 minutes per period
Methods Compared: Learning of a specific reading vocabulary with students practicing by writing sentences vs practice by completing multiple-choice items
Evaluation: Application of vocabulary work to writing was assessed through analysis of 3 pre-treatment themes, 3 post-treatment themes, and 6 delayed themes for each student
Findings: Practice through sentence writing indicated as most facilitative with reference to use and retention of words learned or words of same level; no significant gains occurred in use of words of a more complex nature